

2009 ADEQUATE YEARLY PROGRESS REPORTS

Summary Report Explained

All public schools, including public academies and charter schools, and districts with any grade in the span 1–12 will receive a 2009 Adequate Yearly Progress (AYP) report. This report is based on the May 2008 NH-Alt, the October 2008 NECAP results, and an additional indicator. AYP reports are issued to schools, districts, and the state by combining all student data earned in the grades for which each was responsible. In particular, schools and districts are held accountable for the participation rate of the students they were responsible for testing—for the portfolios assembled in 2007–2008 and the 2008 NECAP in October. In addition, each school and district is held accountable for the performance of the students that were taught during the school year 2007–2008. Beginning in 2009, district AYP reports also include students placed in an out-of-district private school or out-of-state public school.

Meets Requirements: Schools and districts are required to meet both the participation requirements and the performance expectations outlined below.

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| Yes | The group satisfies both the participation rate and the index target for performance. |
| Yes (CI) | The group satisfies the participation rate and performance falls within the confidence interval. |
| Yes (SH) | The group satisfies the participation rate and performance satisfies Safe Harbor. |
| Yes (SH*) | Safe Harbor calculation was not performed because the group was too small or the data were not available. |
| No | The group does not satisfy the participation rate or satisfies neither the index target nor the 10% Rule. |
| * | The group is smaller than the required cell size for performance and participation. Consequently, the subgroup is not required to meet participation or performance requirements. If the whole school (or district) has fewer than 11 students, then the school (or district) will be evaluated with the Small School Review (SSR) or Small District Review (SDR) protocol. |

Participation

Meets 95% Participation Rate: This statistic is the percent of students enrolled on the first day of testing who participated in the assessment, reported to the nearest 1%. Each group of 40 or more students is evaluated for this requirement. The following students are not included (by content area) in this calculation: students with a state-approved special consideration, usually due to a medical emergency, who were registered with the New Hampshire Department of Education (NHDOE), students who withdrew from the school prior to finishing testing, and students who enrolled after October 1. NH-Alt students are included in the participation rate for the school they attended during school year 2007–2008. See Notes 1 and 2 on page 3 concerning “first-year” English Language Learners (ELL) and home-schooled students.

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| Yes | The group meets the participation rate. |
| No | The group does not meet the participation rate. |
| ** | The group is too small to be required to meet the participation rate. |

Performance

Schools and districts receive full credit (100 points) for each student score that is “proficient” or better (levels 3 or 4) and partial credit based on a sliding scale for students’ scores that are below proficient. (See table on page 3.) The index score for a group is the average of the index points earned in the group, reported to the nearest 0.1. (See note 3.) Each year, the index score of each group that meets the minimum cell size (11 or more students), is compared to a standard, the index target, to determine if the performance of the group meets expectations. Whole schools that do not meet the minimum cell size for the index calculations are later evaluated by the NHDOE by using a SSR protocol. Separate yearly index targets have been established for reading and mathematics. The yearly index targets are also set separately for schools and districts based on their grade spans. Groups may meet each index target in one of three ways:

1. by scoring at or above the expected index target,
2. by scoring within acceptable tolerances of the index target for a group of its size, or
3. by meeting the 10% Rule.

Meets Index Target: The annual index targets for reading and mathematics are listed at the top of the appropriate column. A group meets an index target if the index score for the group or subgroup is greater than or equal to the index target. This year, the index targets for all schools remained unchanged from the previous year. Targets for all schools will increase next year and then will increase periodically until 2014 when the targets will reflect an index score of 100, or a goal of 100% of students achieving proficiency. The annual index targets are included in the chart below.

School Year	Index Targets			
	Grades 3-8		Grade 11	
	Reading	Mathematics	Reading	Mathematics
2005-06	82	76	-	-
2006-07	82	76	-	-
2007-08	86	82	84	58
2008-09	86	82	84	58
2009-10	91	88	89	72
2010-11	91	88	89	72
2011-12	95	94	94	86
2012-13	95	94	94	86
2013-14	100	100	100	100

Performance of groups varies considerably from year to year, partially due to cohort differences. A “confidence interval” approach is utilized to define bounds for acceptable performance in these year-to-year variations. For each particular content area, this statistic depends primarily on the size of the group. Information about the confidence interval and the minimum index based on the confidence interval for each group is available in the Confidence Interval Look-Up Table Explanation document.

Yes	The group meets the index target for performance.
Yes (CI)	The group falls within acceptable bounds for meeting the index target for performance.
No	The group does not meet the index target for performance.
*	The group is too small to be required to meet the index target for performance.

Safe Harbor: Groups that neither meet the index target nor fall within the confidence interval can still meet requirements if they meet two additional tests—the 10% Rule and the “other” indicator requirement.

10% Rule: For schools to meet this test, the percentage of index points that were not earned by the group must have decreased at least 10% from the previous year. For example, since the maximum index target is 100, a group with an index score of 75 did not earn 25 points. To meet the 10% Rule, that group would need to reduce the unearned points by 10%, or 2.5 points, the following year. Therefore, the target index score for the group would be 77.5. In addition to reducing the unearned index points, the percent of students in that group who scored in the Proficient achievement level must increase. Both of these conditions must be met for the group to meet the 10% Rule.

If a group meets the 10% Rule, it is also required to meet the “other” indicator. For elementary and middle schools, the “other” indicator is a 90% attendance rate or improvement when compared to last year’s rate; for high schools, the “other” indicator is a 75% graduation rate or improvement when compared to last year’s rate. If the group meets the 10% Rule and exceeds the minimum rate for the “other” indicator, then the group meets the Safe Harbor requirement. To make this comparison, the group size has to be large enough to be reported.

Yes (SH)	The group meets the requirements under Safe Harbor.
Yes (SH*)	Safe Harbor calculation was not performed since there were fewer than 11 students in the group last year.
N/A	Data are not available (no published data for the prior school year).
No	The group does not meet the 10% Rule.

Meets Attendance/Graduation Rate (under Safe Harbor): Groups that are evaluated under the Safe Harbor rule are evaluated for the “other” indicator as specified above. If the group does not meet the minimum rate

requirement, the rate must show improvement over the previous year (based on student data submitted with end-of-year files for school years 2006–2007 and 2007–2008, reported to the nearest 0.1%).

Yes	Attendance rate at the elementary or middle school level is equal to or greater than 90% or graduation rate at the high school level is equal to or greater than 75%.
Yes (I)	Attendance/graduation rate is improving.
Yes (I*)	Attendance/graduation rate is not available for school year 2006–2007.
No	Attendance/graduation rate requirements are not met.
N/A	Attendance/graduation rate is not available for school year 2007–2008.
**	Group size was less than 40 for school year 2007–2008; other indicator rate was not evaluated for Safe Harbor.

“Other” Indicator

Attendance/Graduation Rate: All schools and districts are evaluated on an “other” indicator regardless of whether or not a group is evaluated for the Safe Harbor test. At the elementary and middle school levels the “other” indicator is attendance rate. Whole schools and whole districts must have an attendance rate of 90% or better. Similarly, at the high school level the “other” indicator is graduation rate. High schools and districts that include a high school must have a graduation rate of 75% or better. The rates are based on data submitted with end-of-year files for school year 2007–2008, reported to the nearest 0.1%. If the minimum rate is not met, the school or district must show improvement over the rate from the previous year (based on the end-of-year files for school year 2006–2007 reported to the nearest 0.1%).

Index Score Ranges: Index points assigned for scaled scores within each achievement level.

Reading						
Grade	0 pts	Level 1a (20 points)	Level 1b (40 points)	Level 2a (60 points)	Level 2b (80 points)	Levels 3 and 4 (100 points)
3	300	301 to 321	322 to 330	331 to 335	336 to 339	340 to 380
4	400	401 to 421	422 to 430	431 to 435	436 to 439	440 to 480
5	500	501 to 519	520 to 529	530 to 534	535 to 539	540 to 580
6	600	601 to 617	618 to 628	629 to 634	635 to 639	640 to 680
7	700	701 to 717	718 to 728	729 to 734	735 to 739	740 to 780
8	800	801 to 815	816 to 827	828 to 833	834 to 839	840 to 880
11	1100	1101 to 1119	1120 to 1129	1130 to 1134	1135 to 1139	1140 to 1180
Mathematics						
Grade	0 pts	Level 1a (20 points)	Level 1b (40 points)	Level 2a (60 points)	Level 2b (80 points)	Levels 3 and 4 (100 points)
3	300	301 to 323	324 to 331	332 to 335	336 to 339	340 to 380
4	400	401 to 421	422 to 430	431 to 435	436 to 439	440 to 480
5	500	501 to 525	526 to 532	533 to 536	537 to 539	540 to 580
6	600	601 to 625	626 to 632	633 to 636	637 to 639	640 to 680
7	700	701 to 727	728 to 733	734 to 736	737 to 739	740 to 780
8	800	801 to 827	828 to 833	834 to 836	837 to 839	840 to 880
11	1100	1101 to 1127	1128 to 1133	1134 to 1136	1137 to 1139	1140 to 1180

Note 1–ELL Students New to the U.S.: English language learners who attended schools in the United States for less than 10 months at the time of testing are not required to take the **reading** portion but they are required to participate in the mathematics portion of the NECAP. In accordance with federal guidelines, these students are counted as participating in reading, whether they did so or not, and are counted as participating in mathematics only if they did so. For performance, these students are not included in either reading or mathematics index score calculations.

Note 2–Home-Schooled Students: Home-schooled students may participate in the NECAP, but their results are not included in any AYP calculations or reporting.

Note 3—Students Included in Index Score: Student assessment results are included in the index score for the group at the school (or district) if the student participated in a state assessment (May 2008 NH-Alt or October 2008 NECAP), was continuously enrolled in the teaching school (or district) for the full academic year, and was not a first-year ELL student. These students are identified as “included” on the Follow-the-Child Student Growth Target Roster.

Note 4—Out-of-District Students: This year, for the first time, district AYP reports also include students placed in an out-of-district private school or out-of-state public school. These students are included in state and district AYP evaluations. Therefore, it is possible for a district to receive an AYP report even when the district does not operate a school at that grade level. (This situation occurs most often in districts without high schools.) AYP reports that are based solely on out-of-district students will be for informational purposes only and will not affect a district’s overall AYP status.